New South

- Resistance Growing to School Closings
- Virginia Parochial Schools
- What the Negro Wants
- Highlights from Recent Literature

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New South Notes

As *New South* goes to press, approximately 17,000 students are still unable to attend the public schools in which they were students last year. This came about through the "massive resistance" program in Virginia and the school closing laws in Arkansas. Although there was considerable dissent to the policies in both states, the voice for moderation and continued public schools could be heard only dimly through the clamor for "massive resistance." Now, however, much more dissent against closed schools is being heard. The lead article in *New South* this month documents some of the growing support for continued public schools in Virginia and in Little Rock.

In connection with the lead article, *New South* reprints editorials from the *Chattanooga Times* and the *Washington Post* in which they enumerate some of the dangers of the policies in Virginia and Little Rock and call for sounder leadership.

New South presents material from the Catholic Interracial Committee in which it is pointed out that Parochial Schools in Virginia are entering their fifth year of desegregated operation. The article also presents excerpts from a resolution concerning racial problems adopted by the first National Catholic Conference for Interracial Justice.

New South also includes a statement signed by 112 Negro ministers of Dallas, Texas, concerning "What the Negro Wants."

New South concludes its November issue with a news release concerning the increase in life expectancy of the nonwhite infant.

Resistance Growing To School Closings

Although the walls of "massive resistance" in Virginia and Little Rock have not crumbled at this writing, there are tiny but significant cracks appearing all along the bulwark.

The latest "crack" is two suits filed against Virginia's Governor J. Lindsay Almond by white persons asking the Federal court to rule on the constitutionality of the school closing law in regard to Norfolk. One suit was filed by 15 white parents in behalf of their 11 children; the other by a white attorney in behalf of his two children.

The result of the "massive resistance" laws in Virginia and Little Rock is that approximately 17,000 students in four school districts—Norfolk, Charlottesville, and Warren County, Virginia, and Little Rock—have been locked out of public schools.

Reaction against "massive resistance" was slight at first, but evidence points to a growing concern among students, parents, and educators. Many persons have only just recognized the only two alternatives to the school question; that is, desegregation or no public education.

There had been significant resistance to the state's policy by various human relations organizations even before the closing of the schools. Now other groups and individuals are raising their voices.

In Virginia, two significant state groups have recently gone on record against the Almond program of "massive resistance." By a close vote of 515 to 513, the Virginia Conference of Parents and Teachers voted for the local option plan in the operation of the public schools. This was a rebuff to Governor Almond, who only two days earlier had denounced the local option plan in a speech before the group.

On October 30, about a week after the PTA vote, the Virginia Education Association voted to call on Governor Almond to convene an early session of the General Assembly to reassess the "massive resistance" plan and assure the continuance of state suported schools.

Other action on a statewide level against the Governor's school program has come from the Virginia AFL-CIO and the Virginia League of Women Voters. Both groups called on Virginians to speak out for continued public schools.

Action within individual school districts against closed public schools has sometimes been quicker and more vocal than action on the state level. In Norfolk, for instance, many parents and students promptly asked for the reopening of the schools as soon as they were closed; and many persons were working to prevent their closing.

In Norfolk, a Committee for Public Schools was formed before the city's schools were closed. And on October 22, a petition bearing the names of

Resistance

(Continued)

6,190 Norfolk citizens was presented to the Governor asking him to reopen the schools.

The latest and perhaps one of the most significant actions in Norfolk is that of the Norfolk Education Association which voted to discontinue stop-gap tutoring classes of students from the closed schools at the end of this semester. The teachers said they feared the program might "take on the nature of permanency" and cause parents to become complacent about their children's education.

"It is going to hurt the parents," one teacher said, "but we'll have to hurt them for their own good."

At the same time, the teachers also urged parents to request Governor Almond to return the six closed schools to local control.

The NEA, which represents about 12,000 students, has been the most vocal group in Norfolk since the schools' closing. Earlier, the group voted 487 to 89 for a resolution asking that the City Council attempt to open the schools on a desegregated basis if Governor Almond fails to restore a segregated operation.

Others

At this meeting, James G. Martin, IV, president of the Tidewater Educational Foundation, appeared with a "desperation" plea for teachers to operate private schools. He reported later that no teachers gave their names to the TEF representatives.

Other groups asking for the reopening of public schools in Norfolk include the Maury High School Parent-Teacher-Student Association, a group of students at Northside Junior High School, a similar group from Granby High School, the First Church of the Bretheren (by "an almost unanimous vote"), 60 Protestant ministers, and the Norfolk Junior Chamber of Commerce.

In Charlottesville, where 1,662 pupils were affected by the school closing law, private schools on the elementary level are run by two groups with divergent views. Both groups formed a Joint High School Committee to run private high school classes when teachers refused to teach private schools unless the groups got together.

Two Groups

The parents in one of these groups, the Charlottesville Education Foundation, say they will never send their children to desegregated schools; but those in the Parents' Committee for Emergency Schooling are willing to send their children back to Venable Elementary School even if it should be reopened on a desegregated basis.

The private school system as it is operated in Charlottesville is already on extremely shaky ground, however, since teachers here are drawn from the two closed schools. A Federal court judge already has ruled that private school classes taught by teachers on the public payroll must admit qualified Negro students. If the 12 Negro children ordered admitted to the schools in Charlottesville apply to the private schools, they must be admitted or the schools must cease using teachers paid from public funds.

Another group in Charlottesville, the Committee for Public Education, asked

the City Council to seek the return of the two closed schools to local control and urged the Mayor and City Council to "begin immediately to plan for the operation, on a positive long-range basis, of a system of education for all our children." The resolution was presented to the City Council; and the Committee's secretary, Mrs. Burton Keeble, said it speaks for 850 persons.

Similarly, the Albemarle League of Women Voters asked the Council to seek return of the schools "as soon as possible" and went on record as supporting the position of the Committee for Public Education.

In other action, the Lexington Presbytery passed a resolution opposing the use of church property for school use in an effort to circumvent the Supreme Court ruling against segregation. Some individual church leaders also have taken a stand against the use of church facilities to circumvent the court decision.

Many of the Charlottesville white students also have protested the school closing. As in Norfolk, students of Charlottesville's Lane High School circulated a petition asking for the reopening of their school. The petition, presented to Governor Almond, contained the names of "a majority of 9th, 10th, 11th, and 12th grades," according to Jac Jolly, co-president of the Lane High Key Club.

Private Group

A private school group, the Warren County Education Foundation, has been organized in Front Royal, Virginia, to teach the 1,044 pupils whose school is now closed. Here, as in other cities, some dissent has arisen to the state policy of "massive resistance."

Early in the Warren County school crisis, 13 Warren County ministers asked that the schools be kept open and under local control during the desegregation crisis. The ministers said, in part, "No matter what our views may be on the public school issue now before us, there is one matter on which citizens of good will and intelligence can all agree: We believe in our public schools, in local control, and in the vital necessity of keeping them open. . . . The overriding issue is the urgency of keeping our public schools open."

Student Support

Much student support in Warren County is on the side of open public schools. Mike Berryman, president of the Warren County High School senior class, has been quoted in the press as saying, "We are going to have to face it [desegregation] sooner or later. It is the law of the land." The press reports credit him with saying that a majority of the schools' students agree that the schools should be reopened.

Other leaders in the county have expressed belief that desegregation would not cause the trouble that the "massive resistance" policy would indicate. Football Coach Eck Miers, speaking of the possibility of admitting Negroes, is quoted as saying, "I can teach them as well as I can white people. It's the social problem that worries me. I saw them going to the courthouse Saturday and they seem to be mostly girls. If we've got to have them, I'd like a couple of halfbacks."

And, in Front Royal, Mrs. E. M. Bowen, wife of the chairman of county

Resistance

(Continued)

supervisors, said, "I always felt the minority of Negroes we'd have going to school here would have been accepted. There wouldn't have been so much tension, if it hadn't been built up by the state."

In Little Rock, where a private school has now been opened to accomodate the white high school students from two closed schools, opposition has been similar to that in other cities.

None of the teachers who taught in the city's high schools are now teaching in the private school corporation, and several groups have openly opposed Governor Faubus' actions.

Prior to the special election on segregated or desegregated schools, several Little Rock ministers openly opposed Faubus' request for a vote on segregation. And 61 lawyers warned Little Rock citizens that public funds could not be used for private schools and asked them to vote for desegregation of schools.

The State AFL-CIO chairman Odell Smith made a formal statement asking union members to support desegregation, and a new Little Rock group was formed in the eleventh hour, The Women's Emergency Committee to Open Our Schools.

Factors

Despite this and other opposition, the vote was for continued segregated schools, and a private school corporation moved to open the high schools on a segregated basis. When this plan was scotched by the Federal court, the Little Rock Private School Corporation opened a private school with funds solicited from the public at large.

What factors, then, are contributing to this mounting opposition to "massive resistance" and the private school plans?

Probably foremost of the factors is that the private schools are appealing to only a portion of the young persons who were shut out of public schools. Many other students are becoming apathetic and will not return to school when and if public schools are reopened.

Norfolk is typical of this situation. School Superintendent J. J. Brewbaker said that unless the city's six closed schools are reopened soon, it will be a "calamity for the community."

Discouraged

He added that "a great number of youngsters are being discouraged to the point where they probably will never come back to school." He said that only about one-half of the 10,000 students are attending the impromptu tutoring classes.

"The other 5,000 are totally without schooling," he said, and added, "Many of these youngsters need encouragement to continue in their schooling and they are not getting it."

Another important factor influencing feeling about the schools is the possibility that private schools, hastily formed in the wake of closing public schools, may present a deterrent to college-bound students. Arthur S. Flemming, secretary of the Department of Health, Education, and Welfare, has warned that the closed schools would make it difficult, and in some cases impossible, for seniors to carry out plans to enter college next year.

Then, too, private schools which seek refuge in churches may jeopardize the

tax exempt status of the churches. Internal Revenue Service officials have been quoted as saying that churches may be risking their tax exemption status if they open their doors to school groups seeking to circumvent the Supreme Court decision.

Another factor is that areas now getting Federal aid for public schools due to the heavy concentration of Federal personnel face the loss of this aid if public schools are closed. This announcement also was made by Secretary Flemming.

Businessmen also are worried about the effects of the school closings. A good example is the case of Paul Schweitzer, president of Layne Atlantic Co. and chairman of the Norfolk School Board. One major company under contract to Schweitzer's firm for installation of water supply equipment has postponed plans to set up a Norfolk plant, according to press stories.

Mr. Schweitzer is quoted as saying, "I understand how they feel. How can you get an industry to import high-priced men into a community which has no schools for their children to attend."

The other areas with closed schools are beginning to feel some effects from business too.

Finances

Financing of private schools, of course, is one of the major problems. Little Rock has had good initial success, according to press reports, from its appeal for funds to run its schools. But how long will this support be forthcoming? Much of this money came from other areas in the South which are facing the same problem, no matter how distant, that Little Rock is now experiencing. Surely they cannot be expected to support Little Rock schools and their own schools, too.

Even Governor Faubus has admitted that he does not believe private white schools can continue operating indefinitely through contributions.

Finally, in all cases where the schools have been closed rather than desegregate, the school staffs are still being paid. In Norfolk, $172,000 is being paid out monthly for the closed schools. In Charlottesville, the two closed schools are still costing the public an estimated $29,267. In Little Rock, School Superintendent Virgil Blossom estimated that any extra weeks of school would cost the district $25,000 per week in teachers' salaries alone.

The question here is just how long will taxpayers continue paying for closed school plants and private schools, too? And if they succeed in getting relief from supporting the closed public schools, what will happen to the teachers' salaries and retirement plans?

And, while dissent to "massive resistance" in the four communities is far from being massive itself, evidence is that it is growing. And other groups in states with laws similar to Virginia's are already beginning to look at the laws and call for action to prevent a situation similar to that in the Old Dominion. For example, the Georgia United Church Women recently urged Georgia officials to reassess the law with an eye toward keeping our public schools open.

The voice for continued public schools, even on a desegregated basis, is slowly taking on a concert quality.

Man on the Spot

Chattanooga, Times

October 23, 1958

Gov. Faubus has now said that contributions cannot operate white private high schools in Little Rock indefinitely. Some $61,000 had been received as of last week from widely scattered sources. With the high schools costing $11,000 a week to operate, this will last a very limited time.

Mr. Faubus indicates further steps might be taken by the Legislature, which does not meet until January. He gives no hint of what these would be. The federal or state courts are certain to rule out any attempt to finance private high schools with taxpapers' funds.

But until Tuesday the governor was insisting the private contribution plan offered a way out. Undoubtedly many Arkansans will accept the inference that he still has something up his generous but somewhat fraying sleeve.

Teachers, as the news reports show, have become even more of a problem than money. Thus far the private school setup has 14 teachers and a principal, with a need for 20 to 25 more.

The public high school teachers would be asked to give up pension and other benefits to participate in the plan on any permanent basis. To say that they could resume these benefits at whatever time the public high school system is revived in Little Rock would hardly be calculated to relieve their depression.

Meanwhile Little Rock Negroes of high school age, very few of whom have been pressing for any sort of integration, have little hope of an education under the private school plan—even though the governor has said he would be glad to help if he could.

In another massive factor, Little Rock has not gained a single new industry since September 1957. The manager of the Arkansas State Chamber of Commerce said the other day that the school crisis had brought the industrial program "practically to a standstill" and that "the state as a whole is affected, though to a lesser degree." The recession was conceded to be an important reason, as well. The No. 2 man in the Arkansas Industrial Development Commission, of which Winthrop Rockefeller is chairman, has resigned.

With all the other considerations involved, including some fumbling and ineptness in Washington, this is what the leadership of Orval Faubus, who put armed troops around Central High School in direct defiance of a court order, has meant to Arkansas.

Mr. Faubus wanted an unusual third term, and the state is paying an unusual, a devastating price for it; however sincerely and decidely its people may support the principle of segregation. In the words of North Carolina's outspoken attorney general, Malcolm B. Seawell, the Arkansas governor has delivered "the most damaging blows" to the efforts of people "who, in good faith, seek to keep alive public education in the South."

Virginia Parochial Schools Continuing Desegregation

Condensed

From

News Releases

In contrast to the public schools of Virginia, some of which have been closed when they faced integration, the Catholic schools of the state began their fifth year of desegregation at the opening of the 1958-59 session of school.

The announcement was made in an interview by Msgr. J. Flaherty, the superintendent of the Richmond Diocesan schools.

Msgr. Flaherty, who is director of a statewide system of about 35,000 grade and high school pupils, said, however, that no survey is made on the extent of desegregation.

Schools are not requested to keep records dealing with the races of their pupils, he said, adding that "if there are any colored Catholics in a parish, they are eligible to enter the parish school as a matter of course."

The Richmond diocesan schools in May, 1954, quietly began desegregation under the guidance of the late Bishop Peter L. Ireton. This action was begun about three weeks prior to the decision of the United States Supreme Court which ruled segregation in public schools unconstitutional.

Several public schools in Charlottesville, Norfolk, and Warren County, Virginia, were closed by Governor J. Lindsay Almond when they were ordered by Federal courts to desegregate.

Meanwhile, resolutions concerning desegregation problems were passed at the First National Catholic Conference for Interracial Justice which met recently in Chicago.

On racial minorities, the Conference resolutions read, in part:

"This Conference recognizes the struggle of all minority groups . . . in their quest for equality of rights and opportunity, and

Catholic Schools

(Continued)

"Be it further resolved that: All Councils encourage membership and participation by these minority groups and collaborate closely with other organizations primarily concerned with these problems.

"Be it resolved that: We recognize the fact that whereas it might not be possible to implement the breakdown of segregation and discriminatory practices universally over night and that certain sections of our great country have a more difficult problem than others—there is no place where some steps in the right direction should not be taken *now*. The road to the goal of breaking down the artificial barrier of race might be a long one but no one can excuse himself from beginning the journey to walk it.

"Be it resolved that: There is need everywhere for an educational program in which each man of good will can and must take part, according to his position and ability. A friend can help educate a friend. Teachers, priests, lay leaders, and government officials have a particular duty in this regard. They must all stand on the proposition that the cause of eliminating segregation and discrimination is a just and right cause and willed by the Almighty. They cannot merely appeal for the observance of law whether it be church law or constitutional or civil law. . . .

"We call upon all religious groups and organizations of Catholic men and women to admit within their fold all Catholics who apply for membership regardless of their race or national origin. . . ."

On desegregation of schools, the Conference, said:

"The desegregation of the nation's schools is not merely a legal question but it is also a deep moral issue.

"The clear decision of the United States Supreme Court holding segregation in the nation's schools to be unconstitutional should not be clouded by any reluctance in the executive branch or by any unwillingness in Congress to give support to the moral principles upon which the decision was based.

"At this critical time in world history the people of the United States have a right to expect their chief executive to use the full moral authority of his office to secure full equality for all citizens in all parts of our nation. There is no justification for the chief executive to commit to an uncertain future the implementation of the decisions of the Supreme Court of the United States or the enforcement of our federal civil rights law."

The Conference also appointed an Interim Committee to help form closer association of the various Catholic Interracial Councils "to more effectively and more quickly reach . . . avowed goals of achieving interracial justice for all men . . ."

Governor Raymond Gary of Oklahoma estimates that desegregation in the school system of his state saved about one million dollars last year. Gov. Gary was quoted in an Associated Press story as stating that "I would say that integration has saved us between $750,000 and $1,000,000 a year."

Listen to the P-TAs

Washington Post and Times-Herald

October 24, 1958

The 515-513 vote of the Virginia Conference of Parents and Teachers in favor of local option on school desegregation is a really astounding victory for moderation. The fact that the Conference had deadlocked earlier in a 557-557 tie over support of massive resistance does not detract from the victory. Here is clear evidence that the representatives of the persons most directly concerned with the schools—the parents of children actually enrolled—are deeply troubled by the dead end to which the official Virginia policy of massive resistance has been leading.

This vote cannot be shucked off as an expression by do-gooders or "integrationists"—a word sometimes used as an epithet. Patently much of the local option support came from persons who sincerely believe in segregation — but who value open schools and continued public education even more. Here is dramatic evidence of the split of opinion that prevails in Virginia—itself the strongest argument against a rigid pattern imposed from Richmond and in favor of a flexible policy which will allow each city and county to handle the problem in its own way when an issue arises.

If Governor Almond is looking for justification to recommend a change, surely this helps give it to him. So do the signatures of 6000 Norfolk parents urging return of their closed schools to local control. The latter action also serves to illustrate the misleading nature of the advisory referendum which the Norfolk City Council has called over the protest of the School Board—a move which implies that there is a choice over desegregation. The courts have made plain that the issue is either desegregation of the public schools along the moderate and gradual lines proposed by local school boards or no public schools at all.

The PTA delegates have reflected an understanding of this in their vote. More than 12,500 public school students have been displaced in Virginia — in Norfolk, Charlottesville and Front Royal—and more closings are inevitable unless state policy is changed. As the Norfolk Superintendent of Schools said last week, it could indeed be a "calamity for the community" if these members of the future generation are not enabled to resume their regular education before they lose interest. This is the issue which the PTAs have placed poignantly before the Governor.

What Does the Negro Want?

From

The Bridge

Much has been said and written about, "What the Negro Wants." Recently 112 Negro ministers in Dallas, Texas, signed a statement listing what they believe is the desire of the Negro citizen.

The statement includes nine points and follows.

The Negro Wants:

1. *No special privilege.* Merely the rights of first class American citizenship in all aspects.

2. *To be respected as a person*—not a race. Christianity and democracy both teach this.

3. *To live in a truly free society*—to be released from the terrifically harsh effects of segregation—to live in an atmosphere where there is opportunity for mutual confession, understanding, forgiveness, and love for fellowman.

4. *Services rendered in his behalf,* as should be true for all citizens, to be *based upon deeper values than purely humanitarian philantrophy and paternalism.*

5. *His differences be neither ignored or accentuated.*

6. *Unity in diversity.* America is a diversified country. The Negro wants to be accepted in terms of the American culture and wishes to play his part along with others in making America a strong cosmopolitan nation.

7. *Unity on equal terms* — not of superiors dominating over or condescending to inferiors.

8. *The right to live and find free expression of his native endowment as an individual.* This involves the whole realm of equality in political and economic rights, which include job opportunities, schooling, public conveniences, etc.

9. Peace and harmony in an ordered society. . . .

Highlights From Recent Literature

NEW SOUTH summarzies recently published periodical, pamphlet, and book length material of interest to its readers. These synopses liberally paraphrase and condense the statements of the authors, although direct quotations are used whenever economy permits.

Foreman, Kenneth J. WERE OUR ANCESTORS WRONG? *Presbyterian Outlook*, August 4, 1958, p. 13.

Many Christians are disturbed by the thought that what the church today is beginning to call right is incompatible with what their ancestors considered right. To support a change such as desegregation seems, in effect, to dishonor their ancestors. If this were a sound reason for opposing change, there would never have been any moral progress. If a proposed social change embodies and carries into practice, better than existing patterns, the principle of love to God and neighbor, then we can be fully faithful Christians only if we support the change.

Our ancestors were not subjectively wrong if they conscientiously upheld the only justice they knew, although they were objectively wrong when they followed practices we know today to have been cruel and harmful. We do not dishonor our ancestors by living by a wider, clearer light than they could have had.

• • •

Peters, William. THE STORY NOBODY TELLS YOU. *McCall's*, September, 1958, p. 35.

Increasingly throughout the South, quietly and usually without fuss, white men and women are lining up on the side of desegregation, a fact which is surprising to most Americans, since it is the segregationist South which makes the headlines. A mob is news; a peaceful majority is not.

Seemingly powerful groups working to prevent desegregation are actually minority groups who know they are fighting a losing battle. In no case has a mob involved more than a tiny fraction of the white community. The majority of Southerners are passive in their racial attitudes and tend to accept whatever exists, while a surprising number are already taking new positions supporting desegregation.

The substance of this article is a report on some of the forces and a number of the individuals contributing to a peaceful solution of the problems of desegregation.

Life Expectancy Grows For Nonwhite Infants

Health Information Foundation Release

Within the last half-century the life expectancy of the typical nonwhite infant in this country has almost doubled, Health Information Foundation has reported.

In its monthly statistical bulletin, *Progress in Health Services*, the Foundation pointed out that the nonwhite infant born in 1900 could expect an average lifetime of only 33.0 years. By 1955 the figure had risen to 63.2 years.

This was still seven years less than the comparable average for whites. Nevertheless, said H.I.F., since 1900 "the decline in nonwhite mortality has been even more striking than the decline for whites." By 1955 nonwhite mortality was down to 10.8 per 1,000 population, only 3.4 above the figure for whites.

According to the U. S. Census Bureau, nonwhites today constitute 11 per cent of the nation's population—18.8 million persons in mid-1957. The vast majority of persons classified as nonwhite are Negroes, and two-thirds of the nonwhite population lives in the South.

Nonwhite have long had higher-than-average death rates from such contagious diseases as pneumonia-influenza and tuberculosis. As medical science and the development of new drugs have brought these diseases more and more under control, the mortality differential between the races has declined.

Nevertheless, the Foundation reported, nonwhites still have a higher-than-average mortality from most causes of death, notably heart and kidney diseases, cancer, and risks incidental to childbirth.

Continued improvement in the health of the nonwhite population is important, said the Foundation, "not only on humanitarian grounds, but from the standpoint of the nation as a whole.

"Sickness anywhere in the community is detrimental to all, since contagious disease may be a reservoir of infection for anyone. And when ill health forces an individual or a group into a largely dependent position, the public at large bears a good deal of the cost.

"By the same token, when the health of a less-privileged group is improved, corresponding advances are often stimulated in other social and economic areas. This has been happening for years in other parts of the world as well as our own country."

Noteworthy quotes from the press and periodicals

. . . Unquote

"The entire South is ashamed of what has been done by the sick men with the dynamite sticks. Almost everyone is revulsed by the conduct of "General Gordon of the Confederate underground. And yet such men, and such conduct, are inevitable in the atsmosphere that has been allowed to build in the South."

From the CHARLOTTE OBSERVER

• • •

"We derive our ideas from Adolf Hitler. We admire him for his genius, his ideas . . . [Violence is] one great trouble with our movement. Ninety per cent of the people in the movement are lunatics."

George Lincoln Rockwell,
Printer for "National
Committee to Free America
From Jewish Domination,"
Quoted by ASSOCIATED PRESS

• • •

"We consider the United States our great friend and ally, and we know that if there is a Governor Faubus with whom we cannot agree, we also know there is a President Eisenhower and a Supreme Court who better represent the feeling of this country."

Daniel A. Chapman,
Ghana Ambassador to the United States,
Quoted by ATLANTA DAILY WORLD

"In view of the experience since the attempted adoption of the Private School Plan in other states, it appears that existing legislation in our own State should be reexamined and that every means should be taken to return the decisions affecting schools to the local communities. Therefore, we call specifically and respectfully on our state leaders to keep our public schools open in compliance with the law [of the nation]."

The United Church Women
of Georgia
Quoted in ATLANTA CONSTITUTION

• • •

"I feel that some of the private schools being started will find it difficult to get into a position to be accredited. There is no doubt in my mind that students forced to attend private schools because they are not provided the equal opportunity of attending public schools will be up against some serious problems."

Arthur S. Flemming, Secretary,
Health, Education, and Welfare,
Quoted by UNITED PRESS INTERNATIONAL

• • •

"Everyone, irrespective of the color of their skins, is entitled to walk through our streets in peace, with their heads erect and free from fear. That is a right which these courts will unfailingly uphold."

Justice Cyril Barnet Salmon,
London, England,
Quoted by ASSOCIATED PRESS